I think it is admitted by all who have given any thought to the mental hygiene problem that any comprehensive program aimed at the prevention of mental disorder must include a system of education which will reach those groups of individuals who are most vitally interested in childhood training particularly, and in human engineering generally.

Broadly speaking, therefore, every effort must be made to acquaint parents, teachers and all types of social workers, with the fundamental principles of mental hygiene. How best to do this has been a subject of much concern to me for several years, and I have spent much time and thought upon developing the outline which I here present.

I freely admit that I am far from perfectly satisfied with the results thus far obtained, and I submit it in the hope that free discussion may be had, and that from such discussion and constructive criticism new ideas may be forthcoming to improve the outline for future use.

The world of science moves so rapidly, so much new knowledge is coming to us daily, changing conceptions of mental disorders crowd in upon us so steadily, that what may appear to be a fairly satisfactory exposition of a subject today, becomes obsolete and inadequate for tomorrow.

In order that we may begin on common ground, I think it might be well to make an effort to define the term mental hygiene as it pertains to the subject matter of this paper.

I quote, therefore, from one who I think is recognized by all as an authority on the subject, namely, Dr. Frankwood E. Williams, who says: "In attempting to define mental hygiene, one must differentiate between (1) mental hygiene as an organized social movement and (2) mental hygiene as an art in the application of knowledge derived from certain basic sciences to the maintenance of individual mental health. In the latter sense, mental health should not
be interpreted too narrowly as merely freedom from disease, but broadly in the sense of behavior and the ability to attain and maintain satisfactory relationships."

It will at once become evident, with so comprehensive a problem to be taken in hand, how much ground must be covered in attempting to impart only the fundamental principles of this art of mental hygiene.

It must also be self-evident that no one individual could be expected to master all of the sciences applied in the art in question, but in order to understand the very meaning of mental hygiene one must have at least some insight into the practical application of the sciences to the problems.

As the groups concerned in the mental hygiene problem have such a varied educational background, it is impossible to formulate a definite text which will serve all groups alike, but, the approach is much the same for all groups, and with the exercise of a little judgment in amplifying or curtailing the general content, the material here submitted may be made applicable to almost any level of educational preparation.

The subject matter outlined here was used for a group composed of parents, teachers, social workers, public health nurses, and college students, and was instrumental, I believe, judging from the examination papers submitted, in getting over to all individuals of the group, the significance of mental hygiene in its broadest sense.

It is true that those who had the advantages of a college education found much material which was already familiar to them, but its application to human behavior was made more clear to them, and for those who had not the advantage of a college training, it became a most essential part of the course.

As the course was given for two college credits, a total of 16, 50-minute periods, were devoted to the work, each of two semesters. About 80 minutes of each meeting (two 50-minute periods) were consumed for the didactic lecture, the remaining 20 minutes being utilized for the reading of book reviews assigned to members of the class, or for general discussion.

In order to indicate the detail with which each subject was discussed, I am dividing the material into the requisite number of